**COURSE INTRODUCTION:**

**Career Development**
The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing that career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

**Applying career exploration and planning skills in the achievement of life career goals.**
**Major Points:** This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a "balanced life." Included will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

**Knowing where and how to obtain information about the world of work and post-secondary training/education.**
**Major Points:** This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

**Applying skills for college and career readiness and success.**
**Major Points**: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other's differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

| UNIT DESCRIPTION: Workers in our School Community | SUGGESTED UNIT TIMELINE: 3 Lessons |
|---|---|
| Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience. | CLASS PERIOD (min.): 30-45 minutes per lesson |

**ESSENTIAL QUESTIONS:**

1. Why is it important to develop skills to obtain jobs?

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## CROSSWALK TO STANDARDS

**Mississippi College and Career Readiness Standards:**

**ELA:**
SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, W 3.4
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf

**Math:**
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf

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**American School Counselor Association (ASCA) Mindsets and Behaviors:**
M 4
B-LS.7
B-SS.1, B-SS.3
https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

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**ASSESSMENT DESCRIPTIONS\*:**
Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) |
|---|---|
| | __x__ Direct<br>__x__ Indirect<br>__x__ Experiential<br>__x__ Independent study<br>_____ Interactive Instruction |
| 1<br>2<br>3<br>4 | See Lessons:<br>    Lesson 1: Me and My Job Shadow, Part 1<br>    Lesson 2: Me and My Job Shadow, Part 2<br>    Lesson 3: Me and My Job Shadow, Part 3 |

| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) |
|---|---|
| 1<br>2<br>3<br>4 | See Lessons:<br>    Lesson 1: Me and My Job Shadow, Part 1<br>    Lesson 2: Me and My Job Shadow, Part 2<br>    Lesson 3: Me and My Job Shadow, Part 3 |

| Direct: | Indirect: | Experiential: | Independent Study | Interactive Instruction |
|---|---|---|---|---|
| _____ Structured Overview | _____ Problem Solving | _____ Field Trips | _____ Essays | _____ Debates |
| _____ Lecture | _____ Case Studies | _____ Narratives | _____ Computer Assisted | _____ Role Playing |
| _____ Explicit Teaching | _____ Reading for Meaning | _____ Conducting Experiments |     Instruction | _____ Panels |
| _____ Drill & Practice | __x__ Inquiry (Ls. 1) | _____ Simulations | _____ Journals | _____ Brainstorming |
| __x__ Compare & Contrast<br>    (Ls. 2) | _____ Reflective Discussion | _____ Games | _____ Learning Logs | _____ Peer Partner Learning |
| _____ Didactic Questions | __x__ Writing to Inform (Ls. 1) | _____ Storytelling | _____ Reports | _____ Discussion |
| __x__ Demonstrations (Ls. 1) | __x__ Concept Formation (Ls. 1) | _____ Focused Imaging | _____ Learning Activity | _____ Laboratory Groups |
| __x__ Guided & Shared -<br>    reading, listening,<br>    viewing, thinking (Ls. 1) | _____ Concept Mapping | __x__ Field Observations (Ls. 2) |     Packages | _____ Think, Pair, Share |
| | _____ Concept Attainment | _____ Role-playing | _____ Correspondence Lessons | _____ Cooperative Learning |
| | _____ Cloze Procedure | _____ Model Building | _____ Learning Contracts | _____ Jigsaw |
| | | _____ Surveys | __x__ Homework (Ls. 2) | _____ Problem Solving |
| | | | _____ Research Projects | _____ Structured Controversy |
| | | | _____ Assigned Questions | _____ Tutorial Groups |
| | | | _____ Learning Centers | _____ Interviewing |
| | | | | _____ Conferencing |

**UNIT RESOURCES: (include internet addresses for linking)**

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf